



Morayfield State School

Annual Implementation Plan 2020



Purposeful Use of Data

Build the capabilities of teachers to understand their students and their needs

- ✓ Collective Teacher Efficacy 1.57
- ✓ Self-reported grades/ student expectations 1.44
- ✓ Classroom discussion 0.82
- ✓ Feedback 0.75

Curriculum/Pedagogy

Implementation of the Australian Curriculum through the school's pedagogical framework

- ✓ Piagetian Programs 1.28 (Age Appropriate Pedagogies)
- ✓ Classroom discussion 0.82
- ✓ Direct Instruction 0.59
- ✓ Mastery Learning 0.58

Productive Partnerships

Build strong relationships with students, parents and community

- ✓ Collective Teacher Efficacy 1.57
- ✓ Teacher credibility 0.9
- ✓ Behaviour intervention programs 0.62
- ✓ Teacher/Student relationships 0.52

2020 Targets

- ✓ 90% satisfaction in School Opinion Survey (Staff, students, Parents)

- ✓ 93% attendance

- ✓ 90% of students achieving an A-C

- ✓ 50% of students achieving an A/B

1. Purposeful Use of Data

State School Strategy	Strategies	Responsible Officer	T1	T2	T3	T4
	Build data literacy to enable teachers to use student data to inform pedagogy					
	<ul style="list-style-type: none"> Develop the skills of the leadership team and school based coaches in coaching and reflective questioning Implement the school data collection plan Embed inquiry cycle processes into data conversations to discuss problems of practice and strategies for improvement Build teachers understanding of short term data cycles (daily, weekly, monthly) and analysis of work samples 	Principal	✓	✓	✓	✓
		All Staff	✓			
		Principal/DP/HOC/HOSES	✓	✓	✓	✓
	Embed Case Management of students to ensure all students are succeeding					
	<ul style="list-style-type: none"> Use evidence based strategies (leading collaborative learning, High performing teams) to build protocols and purpose of case management with all staff Build Teachers understanding in diverse learners by mapping 3 marker students (EALD, Attendance, SEP, indigenous, behaviour, D-C, B/A student) and tracking their progress Schedule case management meetings each term, (wk1, 3, 6, 9), for teachers to discuss students learning and strategies for improvement Continue to build trust within teaching teams to have open and honest conversations focussed on student improvement (research based strategies) 	Principal/DP/HOC/HOSES	✓			✓
		Principal/DP/HOC/HOSES	✓	✓	✓	✓
		Principal/DP/HOC/HOSES	✓	✓	✓	✓

2. Curriculum and Pedagogy

State School Strategy	Strategies	Responsible Officer	T1	T2	T3	T4
	Implement high impact teaching sequences in all subjects aligned with the AC					
	<ul style="list-style-type: none"> Develop whole school documentation of all KLAs (yearly, termly, weekly plans) Hold planning sessions once a term with teachers to unpack the achievement standards and ensure curriculum alignment across the curriculum Build teachers' ability to identify and plan to embed the teaching of reading across all KLAs Continue to develop inter-school moderation through the HOC network 	HOC/DP	✓	✓	✓	✓
		HOC/DP	✓	✓	✓	✓
		Principal/HOC	✓	✓	✓	✓
	Build the capabilities of teachers to match pedagogy to their students' needs					
	<ul style="list-style-type: none"> Build teachers understanding of evidence based strategies (literacy continua, Berry Street, Explicit Instruction, gradual release, AAP) Implemented whole school processes to research evidence based strategies for teachers to match pedagogy to their learner's needs Schedule opportunities for teachers to observe successful, quality teaching and learning Implement targeted reflection conversations with staff to reflect on student learning, pedagogy through collaborative learning across the school 	Principal/DP/HOC/HOSES/ Coaches	✓	✓	✓	✓
		Principal/DP/HOC/HOSES/ Coaches	✓	✓	✓	✓
		Principal/DP/HOC/HOSES/ Coaches	✓	✓	✓	✓

3. Productive Partnerships

State School Strategy	Strategies	Responsible Officer	T1	T2	T3	T4
	Embed School Wide Positive Behaviour for Learning Practices					
	<ul style="list-style-type: none"> Review school RBP and Develop whole school practices to social, emotional wellbeing through PBL, routines and transitions Routinely monitor behaviour and attendance data and develop action plans leading to student engagement 	DP/PBL Coach/ Student Engagement Teacher	✓	✓	✓	✓
		DP/Teachers	✓	✓	✓	✓
	Develop connections with parents, community, schools, ECECs and other government agencies to ensure every child has a great start					
	<ul style="list-style-type: none"> Continue to promote the school through playgroup, media and community events Develop connections with community members by building education with the school community of the importance of early education (connections with ECECs, doctors, other agencies) Continue to work with ECECs in building strong transitions prior to school Develop a community network (ECECs, school, community groups, and government) to discuss strategic plans for early years eg. AEDC, social and emotional wellbeing, Strengthen the partnership with Morayfield High to assist in transition of year 5/6 students to high school 	DP/ Engagement Teacher	✓	✓	✓	✓
		Principal/DP	✓	✓	✓	✓
		DP/Yr.5/6 Teachers		✓		✓

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

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